

Special Needs End of Unit Answer Key

Unit 1:

1. Changed dramatically the past 25 years
2. Transporting special needs children is critical to this educational process
3. Growing numbers, increasing diversity, increasing number of schools and programs served, new technology, inclusion
4. (Opinion)
5. (Opinion)

Unit 2:

1. Important in the child's development and self-esteem, and it is equally important not to stereotype a special needs child.
2.
 - A. Gross generalizations about people, sometimes accurate, sometimes not, misconceptions about people can limit our ability to predict behavior, short attention span, poor memory, disorganized, poor impulse control, restlessness, incessant talking, incessant activity

Inability to stay seated, difficulty following directions for a long period of time, dangerous behavior getting on and off bus, stimulating other students, behavior inconsistency due to medication, high noise level, determining whether the child is simply misbehaving or if the behavior is due to disability

Clear and simple directions, repetition and consistency, separating from other challenging students, assign seats, consider activities to keep busy, report escalating problems to administrators at once
 - B. Obsessively repetitive activities and stereotyped movements, self-abusive, unusual responses to sensory inputs, extremely withdrawn, periodic emotional outbursts, some are hyperactive and some lethargic

Resistant to a change in routine, may resist evacuation in an emergency

Simple one or two word directive, avoid complex choices, provide a small object to hold, utilize storyboards, keyboard communication device, well thought out evacuation plan

- C. 1. Hearing
Hearing loss may be permanent or fluctuating, adversely affects educational performance, but not as severe as deafness

Communication limitations, may be noisier

Consistent seating, communication, student management is important, avoid changing daily routine

2. Visual

Impairment in vision severe enough to adversely affect educational performance, term includes both partial sight and blindness

Communication, can become disoriented

Learning basic signs and finger spelling, degree of intervention needed varies depending on ability to function independently

- D. Inability to learn that cannot be explained by intellectual or sensory or health factors, inability to build or maintain satisfactory interpersonal relationships with peers and teachers, inappropriate types of behavior, pervasive mood of unhappiness or depression

Failure to stay seated, name-calling and cursing, hitting and fighting, spitting, screaming, threatening and harassment of others, inappropriately exiting the bus

Use their names, learn their interests, show them respect, honesty, caring, trustful, avoid threatening or intimidation, give children responsibilities they can handle, establish key safety rules, learn students' non-verbal cues to anticipate a potential incident, structured daily routine

- E. Sub average general intellectual functioning, deficits in adaptive behavior

May try to move around the bus, may initiate negative physical or verbal contact, "triggers" easily provoke some students, some have difficulty controlling physical affection

Relate to them in a sincerely caring fashion, speak softly and firmly, friendly, give short and simple directions, look for patterns that tend to "set off" a child

- F. Exhibits two or more impairments simultaneously

Some have limited abilities to communicate with others, may get bored easily, can exhibit frustration and anger easily, negative behavior from other students, may have medical problems requiring special knowledge and skills

Monitor closely, pay attention to body language which could be used for a child's "language," positive attention, be aware of individual needs, may

need information and skills regarding equipment and management techniques

G. Perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia

Following directions, their needs are not obvious, may have a problem using or understanding language, may act out to disguise learning deficits

Establish a trusting and respectful relationship, driver sensitivity and early intervention in a developing dispute may diffuse a potential behavior problem

H. Communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment

Some children can be targeted for harassment and jokes, difficulty understanding speech

Must intervene when harassment takes place, learn child's speech, maybe learn hand signals

I. Cognition, language and speech, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory and perceptual and motor abilities, psychosocial behavior

Often require very specialized transportation, may demonstrate frustration and anger in coming to grips with a profound change in their physical, behavioral, or intellectual abilities

Patience and compassion, must discern child's communication

J. Disabilities caused by congenital anomaly or by disease or other causes

Specialized seating, physical assistance, specialized adaptive equipment

Must be very familiar with lifts and securement systems, utilize resources such as occupational and physical therapists, ask for help

K. Asthma, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, etc.

Varies

Children with asthma may use inhalers, children with respiratory problems should be seated away from doors and open windows, a student with hemophilia may require priority seating to reduce the chance of dangerous

bleeding, for students with seizure disorders careful seat assignment may be needed to avoid light and heat, for a student with diabetes the driver must recognize atypical behaviors indicating high or low blood sugar levels

- L. One whose health problems are potentially life threatening or who is dependent on medical equipment

Respiratory difficulties must be monitored for signs of oxygen deprivation, tracheotomy can provide breathing difficulties, gastrostomy may cause tube challenges, medical equipment drivers may encounter include ventilators and nebulizers and suction machines, etc.

Some children may have an aide or nurse, must monitor closely, must have an emergency plan, oxygen lines and tubes must be constantly checked

- M. Very young, disabled

Their size and cognitive development may test a driver's skills and patience

Proper seating may be a challenge, child restraint, front of middle loading, safety seat use

Unit 3:

1. Rehabilitation Act of 1973 (usually referred to as Section 504), The Individuals with Disabilities Education Act (IDEA), 14th Amendment
2.
 - a. Free and Appropriate Public Education (FAPE). IDEA guarantees a free and appropriate public education including special education and related services to all children with disabilities.
 - b. Least Restrictive Environment (LRE). IDEA requires that children with disabilities be educated with non-disabled children to the maximum extent appropriate, also that education occurs in the least restrictive environment.
 - c. Individual Education Program (IEP). IDEA requires that each child who has been identified as in need of special education services must have an Individualized Education Program.
3. Follow all regulations, follow all school policies, and never ignore any hazardous condition that may result in a student injury

Unit 4:

1. Professional, sensitive, positive, etc.
2. Student information may not be shared with anyone unless a genuine need for access to the information for the safety of the child.
3. New language regarding special needs children that is more sensitive such as utilizing the term "special needs child" rather than a "handicapped child"

4.
 - a. Drivers should introduce themselves to school staff, build credibility by avoiding exaggerations, avoid being pushy when wanting to talk with school staff, do not expect magic solutions
 - b. Model caring interaction, being dependable, being courteous
 - c. Say “our” bus instead of “my” bus, avoid asking personal favors or “covering” for each other, never “bad mouth” the other, support each other
5. For safety and legal reasons, it is imperative that special needs drivers ask questions. Some topics that may require questions include: unfamiliar wheelchairs, unusual behavior problems, child custody problems, unforeseen medical conditions, etc.

Unit 5:

1. Because each special needs child has different disability factors to take into account when disciplining. Courts have determined that if a behavior problem is in some way caused by a child’s disability, school districts may be constrained in the type and duration of discipline allowed.
2. Children need to know that the same rules apply everyday and that they are fair. Children need clear limits. Effective aides and drivers lay out simple rules from day one of school and stick with them. It is important that children perceive fairness for all without “favorites.” Successful drivers consistently list being positive as one of the most important ways to improve student behavior. They can build positive rapport by smiling, greeting children by name, showing interest in each child, etc.
3. Bus drivers are role models. If they model respectful behavior, a respectful tone is set for the bus each day. Psychology means getting to know each child as an individual personality so behavior problems can be anticipated instead of only reacted to. Psychology means common sense, such as assigning seats and keeping children separated when a fight is brewing. Drivers need to understand there is a reason for a child’s behavior, be aware of their own emotional reactions to abusive behavior from a child, do not take behavior personally, an upset child’s feelings should be acknowledged and validated, learn to selectively ignore or extinguish a minor problem.
4. Anticipate, use a calm voice, non-threatening body language, separate antagonists, radio the base, stop bus in a safe area, direct students to stop in a stern voice, move other students away from the fight, separate students using good judgment
5. Referrals should be used for serious problems, use after you have tried to correct the problem, use the “less is more” approach, be accurate, be legible and neat, avoid editorial remarks, provide sufficient information, always explain the safety reasons for a referral, detail profane and sexual language verbatim.

Unit 6:

1.
 - a. Important because there are many details to cover and there is so little room for error due to health and safety reasons.
 - b. Because it often takes extra time to properly load and secure children using adaptive equipment.
 - c. Caring is needed because a driver who does not care will not give the degree of attention necessary to do the job right.
2. Because of the various equipment and health factors involved, special needs drivers must ask appropriate questions rather than guess; safe loading zone must be determined before the lift is lowered, set parking brake, lift door must be secured, some drivers use cones to mark the area, student's wheelchair lap belt must be secured, students must keep hands on their laps, check head clearance, position wheelchair close to the bus, fasten safety belt, driver put hands on the wheelchair, wheelchair brakes set, do not stand directly under or in front of lift, safety lip must be in raised position, adults operating lift must avoid distractions, close and secure lift.
3. Securement straps should be attached to points on the main wheelchair frame, preferably near welded joints, and near passenger seat level so straps are at an approximately 45 degree angle to the floor. It's easiest to attach the least accessible strap first and then work around the chair. Failing to use the lap/shoulder restraint could result in a child falling out of the chair. Finally, be sensitive to the child when fastening belts.
4. Safety seats should be installed and tightened adequately before children are picked up, often takes two people to adequately secure a safety seat, for children less than 20 pounds facing safety seats to the rear must be used, vests and harnesses should have a crotch strap.
5. Tender Loving Care driving skills means exceptional defensive driving skills at all times: smooth starts and stops and turns, drive as if "eggs" are under the accelerator, very cautious at speed bumps, avoid rushing.

Special Needs Driver Workbook

Answer Key

Unit 1:

- 1.1 a. Local
 - b. Local
 - c. Personal notes
- 1.2 a. Often isolated from peers, many educated at home or in institutions
 - b. The 14th Amendment provides equal protection under the law. However, until 1973, the rights of the disabled were not articulated under federal law.
- 1.3 a. Getting children with disabilities to school was one of the major barriers to providing them an education.
 - b. Numbers of students have dramatically increased as well as the diversity and severity of the types of special needs being served.
- 1.4 a. Growing numbers, increasing diversity, increasing severity, increasing number of schools and programs served, new technology, inclusion
 - b. The impact is tremendous due to the fact that inclusion has substantially increased the number of special education students on “mainstream” buses.
- 1.5 a. Opinion
 - b. Opinion
 - c. 1. Awareness
 - 2. Current information
 - 3. Confidence
 - 4. Asking for help
- 1.6 Review

Unit 2:

- 2.1 a. A characteristic is a factual quality or qualities about someone or something. A stereotype is a gross generalization about people, sometimes accurate, sometimes not.
 - b. Basing interaction with children on stereotypes can limit our ability to predict behavior.
- 2.2
 - 1. Clear and simple directions
 - 2. Repetition and consistency
 - 3. Separating from other challenging students
 - 4. Assigning seats
 - 5. Provide activities
- 2.3
 - 1. Simple one or two word directions
 - 2. Avoid complex choices
 - 3. Provide small object to hold
 - 4. Storyboards
 - 5. Well thought out evacuation plan
- 2.4
 - 1. Consistent seating
 - 2. Good communication
 - 3. Student management
 - 4. Routine
- 1. Consistent seating
 - 2. Good communication
 - 3. Student management
 - 4. Routine
- 1. Effective communication
 - 2. Effective student management
 - 3. Routine
 - 4. Compassionate
- 2.5
 - 1. Use their names, learn their interests, show respect
 - 2. Don't threaten or try to intimidate
 - 3. Give responsibility then can handle
 - 4. Establish key safety rules
 - 5. Learn non-verbal cues to potentially diffuse problems
- 2.6
 - 1. Relate in a sincere, caring manner
 - 2. Speak softly and firmly
 - 3. Look for patterns that "set off" these children
 - 4. Work closely with teachers and other school personnel
- 2.7
 - 1. Closely monitor
 - 2. Monitor body language
 - 3. Give positive attention
- 2.8
 - 1. Establish trusting relationship
 - 2. Develop sensitivity and early intervention with problems to preserve student dignity
 - 3. Require patience and understanding
- 2.9
 - 1. Intervene when these students are harassed or made fun of

- 2. Learn each child's speech patterns
- 3. Maybe develop unique communication techniques such as hand signals
- 2.10 1. Patience and compassion
 - 2. Discern each child's unique way of communicating
 - 3. Talk with school personnel such as occupational and physical therapist
- 2.11 a. Poor air quality such as exhaust and smoke and dust can provide problems
 - b. May require priority seating to reduce the chance of dangerous bleeding
 - c. Careful seat assignment with consideration of light and temperature control may be necessary
 - d. Recognize atypical behaviors indicating high or low sugar levels
 - e. To quickly and efficiently respond to their various health concerns
- 2.12 1. Must become familiar with lifts and securement systems
 - 2. Utilize occupational and physical therapists
 - 3. Ask for advice from appropriate personnel
- 2.13 1. Closely monitor for choking, gagging, color changes, nausea, etc.
 - 2. Oxygen lines and feeding or drain tubes must be checked
 - 3. Communication with school staff is critical
- 2.14 1. Proper seating
 - 2. Efficient child restraint
 - 3. Front or middle loading
 - 4. Proper safety seat use
- 2.15 Review

Unit 3:

- 3.1 a. Helps drivers perform their jobs safely, legally, and professionally
- 3.2
 - 1. Prohibits discrimination by requiring states to provide equal protection of the laws to all citizens
 - 2. Prohibits discrimination against individuals with disabilities by any recipient of federal funding
 - 3. Law requires school districts to educate children with disabilities
- 3.3
 - 1. Free and Appropriate Public Education to all including special education and related services to all children with disabilities
 - 2. Least Restrictive Environment education for all children
 - 3. Attempt to integrate children with special needs into regular classrooms and onto regular school buses
 - 4. Individualized Education Program for a student with special needs. This is a legalized document to meet the needs for students with special needs.
- 3.4
 - 1. Driver knowingly broke a law or regulation resulting in an injury or fatality
 - 2. Driver failed to follow a clearly stated school policy or procedure
 - 3. Driver knowingly ignored a hazardous condition
- 3.5 Review

Unit 4:

- 4.1 1. Professionalism contributes to open and honest communication with students and personnel
 - 2. a. Professional attitude
 - b. Competence
 - c. Commitment
 - d. Appearance
 - e. Language
- 3. People will not forget dishonesty. Restoring trust can take a long time and prove detrimental to relationships.
- 4.2 1. Family Educational Rights and Privacy Act
 - 2. Information about a child must only be shared within the transportation operation with those who are responsible for providing services.
 - 3. In an emergency to appropriate persons if the knowledge of such information is necessary to protect the health and safety of the student or other persons.
- 4.3 a. Child with a disability
 - b. Disability or special need
 - c. Uses a wheelchair
 - d. Child who has a disability
 - e. Child with an intellectual disability
 - f. Down's Syndrome
 - g. Mobility impaired
 - h. Paralyzed
- 4.4 1. Introduce themselves, build credibility by avoiding exaggeration, establish daily routine, never be pushy with school personnel
 - 2. Model caring interaction with their child, be dependable, be courteous and refer major problems to the supervisor
 - 3. Say "our" bus instead of "my" bus, avoid personal favors, never "bad mouth", be team oriented
- 4.5 1. Signs of physical abuse
 - 2. Sexual harassment
 - 3. Safety problems
- 4.6 Review

Unit 5:

- 5.1 1. The feeling of touching a troubled child's life can be gratifying
 - 2. Because each child is different with unique circumstances
- 5.2 1. a. Consistency
 - b. Firm, but fair, rules
 - c. Power of the positive
 - d. Modeling respectful behavior
 - e. Using psychology, not force
 - 2. Opinion
- 5.3 a. Understand there is a reason for a child's behavior
 - b. Be aware of your own emotional reactions to abusive behavior
 - c. The goal of self-awareness is self-control
- 5.4 1. Do not confront the student. Some school systems have radio codes for such situations. Stay alert and report weapon presence as soon as possible without causing panic.
 - 2. Calm voice, non-threatening body language, separate antagonists, be alert to signs of further attacks
 - 3. Avoiding wading in, call your base, direct them to stop in a loud and stern voice, move other students away from the fight, if severe possible evacuation, separate as soon as possible, wait for help to arrive
- 5.5 a. Use for serious problems
 - b. Use after you have tried to correct behavior
 - c. Less is more philosophy
 - d. Be accurate
 - e. Be legible and neat
 - f. Avoid editorial comments
- 5.6 Review

Unit 6:

- 6.1
 - a. Because there is little room for error
 - b. Because it often takes extra time to load and secure
 - c. Because it is necessary to do the job right
- 6.2
 - 1. If the loading zone is not safe, parking brake problem, lift door unsecured, lap belt problem, wheelchair brakes problem, etc.
 - 2. In the event there is a problem with the wheelchair brakes or safety belt
 - 3. So that it does not move
 - 4.
 - a. Distractions
 - b. Driver or aide riding the lift
 - c. Children riding the lift standing up
 - d. Adults operating the lift with dangling jewelry
 - e. Allowing children or others to operate the lift
- 6.3
 - 1. Some can be complicated, come in many sizes and designs, even small securement mistakes can result in a wheelchair tipping over during the bus ride
 - 2. Securement straps should be attached to points on the main wheelchair frame, preferably near welded joints and near passenger seat level
 - 3. Removable or folding components on the wheels
 - 4. Because a child can fall out of the wheelchair if the device is not used
 - 5. When all straps are secured, a shake test can test the tightness of the straps.
- 6.4
 - 1. Because school bus seat backs and cushions meet at nearly a 90-degree angle, some types of safety seats won't fit properly.
 - 2. One person puts their full weight on the safety seat while the second tightens the seat belt.
- 6.5
 - 1. Tender Loving Care driving by being nice and easy with acceleration and braking
 - 2. Because passengers are more fragile which increases chances for injuries
- 6.6 Review

Unit 7:

7.1 Because of smoke and lack of mobility

7.2 1. Safety of the children

2. Their lives are at stake and the bus driver is responsible for those lives

3. a. Stop

b. Assess the situation

c. Reassure children

d. Contact base

e. Protect the scene

f. Make the evacuation decision

g. Initiate first aid

h. Account for children

i. Cooperate with authorities

j. Avoid an argument

7.3 1. Because in an emergency, you may not be able to see

2. Feet first, face down

3. To assess fire dangers

4. To know where they are sitting, to be aware of physical and emotional and mental and medical conditions

7.4 Evacuation plan information

7.5 Review

Unit 8:

8.1 Loves children, great communication skills, empathy, pleasure in serving others, ability to laugh at himself/herself, dedicated, willing to learn, serious about children's safety, etc.

8.2 Some wheelchairs are very heavy, reaching around and under wheelchairs requires strength and dexterity, must be able to physically remove any student from their bus on their own during an emergency evacuation

8.3 Good hygiene to work in close proximics, sharp jewelry, dangling necklaces or earrings, provocative clothes, footwear that may increase possibility of tripping or falling

8.4 Opinion

8.5 Review